

PARENTING

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

Prepared by

Lori Black, Jacksonville High School
Beverly Froud, White County Central High School
Charlene Hagan, Rogers Heritage High School
Lisa Kelley, Monticello High School
Andrea Loggins, Brookland Junior High School

Facilitated by

Karen Chisholm, Program Manager
Office of Assessment and Curriculum
Arkansas Department of Career Education

Edited by

Suellen Ward, Program Manager, Family and Consumer Sciences
Marna Farris, Public School Program Advisor, Family and Consumer Sciences
Suzanne K. Jones, Public School Program Advisor, Family and Consumer Sciences
Susan Prater, Public School Program Advisor, Family and Consumer Sciences
Office of Family and Consumer Sciences
Arkansas Department of Career Education

Disseminated by

Career and Technical Education
Arkansas Department of Career Education
Little Rock, Arkansas

Curriculum Content Frameworks

Parenting

Grade Levels: 9, 10, 11, 12 Course Code: 493210	Prerequisite: None
Course Description: Experiences in the Parenting course are designed to assist students in developing an understanding of the parenting process and of parenting skills. Competencies developed in this course will be useful to anyone who lives with, associates with, or works with children. Emphasis in this course is given to the development of competencies related to the parenthood decision, costs of having and raising a child, the promotion of child growth and development, effects of heredity and environment on development, rights and responsibilities of parents and children, providing nurturance, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, caring for the sick or injured child, parenting a “special needs” child, helping children cope with crises, choosing professionals to help with parenting problems, selection of child-care services, jobs and careers in child and family services. Upon completion of this course, a student should possess skills necessary to provide quality care for children—as a parent, as one employed to care for children, or as one who interacts with children in other settings.	

Table of Contents

	Page
Unit 1: The Parenthood Decision	3
Unit 2: Child Growth and Development	5
Unit 3: Parenting Skills	8
Unit 4: Promoting Health and Safety of Children	11
Unit 5: Parenting Challenges	13
Unit 6: Careers in Child and Family Services	15
Glossary	16

Unit 1: The Parenthood Decision

Hours: 5

Terminology: Adoptive parent, Biological parents, Blended family, Extended family, Family planning, Foster parent, Genetic counseling, Heredity, Infertility, Nuclear family, Parenting, Sibling

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms related to the parenthood decision	1.1.1 Apply terms in context	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.2 Classify types of parents	1.2.1 Compare and contrast characteristics of parenting types	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.3 State factors to consider in making a parenthood decision	1.3.1 Develop a checklist of personal qualities needed for effective parenting	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
	1.3.2 Examine effects of parenthood on marriage and personal relationships	Personal Management	Self-Esteem	Identifies personality assets [3.5.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.4 List types of family structures with components of each • Blended • Foster • Nuclear • Single	1.4.1 Chart types of family structures with components of each	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
	1.4.2 Examine the impact of an additional child within each family structure		Writing	Composes and creates documents - letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.5 List the costs related to having and raising a child	1.5.1 Determine the financial cost of having and raising a child	Foundation	Arithmetic/Mathematics	Calculates/Estimates cost of having and raising a child [1.1.8]
	1.5.2 Research the cost of teen pregnancies to society		Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
1.6	Name reasons for family planning	1.6.1 Examine reasons for family planning • To determine the number and spacing of children • To allow for a couples' physical, emotional, and financial readiness	Foundation	Reading	Distinguishes between fact and opinion [1.3.11] Draws conclusions from what is read [1.3.12]
			Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]
1.7	List factors that influence family planning decisions	1.7.1 Investigate options for infertile couples 1.7.2 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]
			Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
				Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.8	Describe the purpose of genetic counseling	1.8.1 Identify reasons for seeking genetic counseling • Family history of genetic disorders • Previous birth of a child with a genetic disorder • Personal choice based on age or some other risk factor	Foundation	Reading	Applies/Understands technical words that pertain to genetic counseling [1.3.6]
			Thinking	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

Unit 2: Child Growth and Development

Hours: 11

Terminology: Bonding, Child development, Classification, Cooperative play, Directed learning experience, Environment, Failure to thrive, Imitation, Individual life cycle, Large motor skills, Moral behavior, Object permanence, Parallel play, Puberty, Reversibility, Role model, Separation anxiety, Seriation, Small motor skills, Stranger anxiety, Temper tantrum

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms related to child growth and development	2.1.1 Apply terms in correct context	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
2.2 List the five basic types of development • Physical • Intellectual • Social • Emotional • Moral	2.2.1 Define and give examples of the five basic types of development	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Writing	Comprehends written information for main ideas [1.3.7]	
				Summarizes written information [1.6.17]	
2.3 Match the stages in the individual life cycle with the correct age ranges from birth through adolescence • Infant (birth - 1) • Toddler (1-3) • Preschool (3-5) • School age (5-12) • Adolescence (12-18)	2.3.1 Chart the stages in the individual life cycle with the correct age ranges from birth through adolescence	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
			Writing	Organizes information into an appropriate format [1.6.10]	
2.4 Identify ways children learn a. Directed learning b. Imitation c. Incidental learning d. Trial and error learning	2.4.1 Describe the role of play in learning	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
				Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.5 Identify ways parents can promote physical development a. Insure adequate sleep b. Provide nutritious foods c. Provide opportunities for physical play and exercise d. Teach and encourage self care routines	2.5.1 Use current resources to identify milestones of physical development for children from birth through adolescence		Foundation	Reading	Draws conclusions from what is read [1.3.12]
	2.5.2 Give examples of ways parents can promote physical development from birth through adolescence			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Personal Management	Responsibility	Comprehends ideas and concepts related to promotion of physical development [3.4.2]
			Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
2.6 Identify ways parents can promote intellectual development a. Encourage exploration c. Limit screen time b. Provide positive interaction and communication d. Read to and with children e. Stimulate creativity and imagination	2.6.1 Use current resources to identify milestones of intellectual development for children from birth through adolescence		Foundation	Reading	Draws conclusions from what is read [1.3.12]
	2.6.2 Give examples of ways parents can promote intellectual development for children from birth through adolescence			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Personal Management	Responsibility	Comprehends ideas and concepts related to promotion of intellectual development [3.4.2]
			Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
2.7 Identify ways parents can promote social development a. Bond with children b. Provide opportunities for peer interaction c. Teach conflict resolution	2.7.1 Use current resources to identify milestones of social development for children from birth through adolescence		Foundation	Reading	Draws conclusions from what is read [1.3.12]
	2.7.2 List ways parents can promote social development for children from birth through adolescence			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Personal Management	Responsibility	Comprehends ideas and concepts related to promotion of social development [3.4.2]
			Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.8 Identify ways parents can promote emotional development a. Encourage affection and empathy a. Encourage independence c. Encourage positive self image d. Help children identify and appropriately express emotions e. Model appropriate behavior within the family unit	2.8.1 Use current resources to identify milestones of emotional development for children from birth through adolescence		Foundation	Reading	Draws conclusions from what is read [1.3.12]
	2.8.2 List ways parents can promote emotional development for children from birth through adolescence		Personal Management	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Thinking	Responsibility	Comprehends ideas and concepts related to promotion of emotional development [3.4.2]
2.9 Identify ways parents can promote moral development a. Discuss values and morals b. Provide a positive home environment c. Set examples as a positive role model d. Set rules e. Use teachable moments	2.8.2 List ways parents can promote emotional development for children from birth through adolescence		Foundation	Creative Thinking	Combines ideas or information in a new way [4.1.2]
	2.9.1 Use current resources to identify milestones of moral development for children from birth through adolescence		Personal Management	Reading	Draws conclusions from what is read [1.3.12]
	2.9.2 List ways parents can promote moral development for children from birth through adolescence		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.10 Describe the influence of heredity and environment on child development	2.10.1 Analyze the impact of heredity and environment on child development		Personal Management	Responsibility	Comprehends ideas and concepts related to promotion of moral development [3.4.2]
			Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
			Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 3: Parenting Skills

Hours: 20

Terminology: Authoritarian, Consistent, Democratic, Discipline, Dysfunctional family, Guidance, Negative reinforcement, Nurture, Permissive, Positive reinforcement, Potential, Punishment, Responsibility, Rights, Self-concept, Self-control, Values

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 Define terms related to parenting skills	3.1.1	Apply terms in correct context	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
3.2 List rights and responsibilities of parents Rights: • Choose where children live • Control care and upbringing • Make educational and medical decisions Responsibilities: • To fulfill children's intellectual, emotional, and social needs • To meet basic needs • To nurture • To promote moral development • To protect	3.2.1	Analyze parental rights	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	3.2.2	Analyze parental responsibilities	Thinking	Writing Problem Solving	Presents answers/conclusions in a clear and understandable form [1.6.13] Comprehends ideas and concepts related to parental rights and responsibilities [4.4.1]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.3 List rights and responsibilities of children Rights • Adequate standard of living • Age-appropriate rules set by caring parents • Freedom from discrimination • Healthy and safe environment • Highest possible standard of health • Education • Expression of personal feelings • Protection from abuse and neglect Responsibilities • To abide by their parents' rules • To be trustworthy and honest • To care for possessions • To show respect	3.3.1 Analyze rights of children 3.3.2 Analyze responsibilities of children		Foundation Thinking	Reading Writing Problem Solving	Comprehends written information for main ideas [1.3.7] Presents answers/conclusions in a clear and understandable form [1.6.13] Comprehends ideas and concepts related to parental rights and responsibilities [4.4.1]
3.4 Describe parenting styles • Authoritarian • Democratic • Permissive	3.4.1 Compare parenting styles		Foundation Thinking	Reading Reasoning	Applies information and concepts derived from printed materials [1.3.3] Extracts rules or principles from written information [4.5.4]
3.5 Explain the importance of parents as positive role models	3.5.1 Compile traits of a positive role model		Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Presents own opinion in written form in a clear, concise manner [1.6.14]
3.6 Describe the importance of a nurturing environment	3.6.1 Determine ways to promote a positive self concept in children 3.6.2 Determine the relationship between nurturing and the fulfillment of potential		Foundation Personal Management Thinking	Speaking Self-Esteem Reasoning	Applies/Uses technical terms as appropriate to audience [1.5.2] Comprehends the importance of a positive self-concept [3.5.1] Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.7 Explain the role of guidance, discipline, and punishment in parenting roles	3.7.1 Compare and contrast guidance, discipline, and punishment	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Speaking	Participates in conversation,, discussion, and group presentations [1.5.8]	
		Thinking	Problem Solving	Comprehends ideas and concepts related to guidance, discipline and punishment [4.4.1]	
3.8 Identify guidance techniques for promoting positive behavior	3.8.1 Provide examples of promoting positive behavior for each of the following techniques: • Positive reinforcement • Negative reinforcement • Self-control	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Interpersonal	Leadership	Comprehends ideas and concepts related to promoting positive behavior [2.4.2]	
3.9 Name roles parents play in children's education	3.9.1 Explain ways parents can be actively involved in their child's education a. Take advantage of teachable moments b. Provide encouragement c. Facilitate adjustments to school d. Provide a homework friendly environment e. Interact with child's teachers	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to parents' roles in education [4.3.1]	
3.10 Name guidelines for establishing a strong family unit a. Build trust b. Demonstrate respect c. Express love and acceptance d. Practice effective communication e. Share family rituals and traditions f. Spend time together	3.10.1 Compare and contrast strong families versus dysfunctional families	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to guidelines for establishing a strong family unit [4.3.1]	
			Reasoning	Applies rules and principles to a new situation [4.5.1]	

Unit 4: Promoting Health and Safety of Children

Hours: 8

Terminology: Allergies, Artificial respiration, Asthma, Child abuse, Child neglect, Communicable diseases, Contagious, Convulsion, CPR (cardiopulmonary resuscitation), Fracture, Heimlich Maneuver, Immunization, Poison Control Center, Shaken baby syndrome, Sprain, Vaccine, Wellness

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terms related to promoting health and safety of children	4.1.1 Apply terms in correct context	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
4.2 List general guidelines for child-proofing the home	4.2.1 Identify potential hazards within various scenarios	Foundation Thinking	Reading Writing Knowing How to Learn	Applies information and concepts derived from printed materials [1.3.3] Uses technical words and symbols [1.6.20] Applies new knowledge and skills to guidelines for child-proofing the home [4.3.1]
4.3 Name common childhood illnesses a. Allergies b. Asthma c. Common cold d. Diarrhea e. Ear infection f. Fever g. Influenza h. Sore throat	4.3.1 Explain care required for common childhood illnesses	Foundation Thinking	Reading Knowing How to Learn	Comprehends written information and applies it to a task [1.3.8] Uses available resources to acquire new skills or improve skills [4.3.4]
4.4 Describe medical checkups and immunizations	4.4.1 Chart a schedule of routine checkups and immunizations from birth to age 18	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Composes and creates documents - letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
4.5	Designate appropriate care for injuries	4.5.1 Demonstrate first aid for minor injuries	Foundation	Reading	Applies/Understands technical words that pertain to first aid [1.3.6]
		4.5.2 Explain first aid for medical emergencies	Personal Management	Science Responsibility	Applies life-saving techniques [1.4.4] Pays close attention to detail [3.4.8]
4.6	Explain car seat guidelines for children of various ages	4.6.1 Research child vehicle safety restraint laws	Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Organizes information into an appropriate format [1.6.10]
4.7	Describe child abuse and neglect	4.7.1 List causes of child abuse and neglect	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
		4.7.2 List symptoms of child abuse and neglect		Writing	Composes and creates documents - letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		4.7.3 Outline procedures for reporting suspected abuse and neglect	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]

Unit 5: Parenting Challenges

Hours: 12

Terminology: ADHD (Attention Deficit Hyperactivity Disorder), Attention span, Autism, Caregiver, Crisis, Disabled child, Dual-career family, Gifted child, Hyperactive child, Inclusion, Latch key child, Postpartum depression, Prodigy, Special needs child

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Define terms related to parenting challenges	5.1.1 Apply terms in correct context	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
5.2 Name specific concerns of a new parent a. Care and safety of the b. Changes in routine c. Financial adjustments d. New roles and responsibilities e. Postpartum depression	5.2.1 Assess concerns a new parent may face	Foundation Thinking	Reading Writing Problem Solving	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14] Comprehends ideas and concepts related to concerns of parents [4.4.1]
5.3 List concerns unique to teen parents • Education • Finances • Health • Social changes • Personal goals	5.3.1 Analyze specific concerns of teen parents	Foundation Thinking	Reading Writing Problem Solving	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14] Comprehends ideas and concepts related to concerns of parents [4.4.1]
5.4 List concerns unique to adult single parents • Establishing a support network • Lack of quality time with the • Unique financial challenges	5.4.1 Analyze specific concerns of adult single parents	Foundation Thinking	Reading Writing Problem Solving	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14] Comprehends ideas and concepts related to concerns of parents [4.4.1]
5.5 List concerns unique to dual-career families • Division of labor • Balancing work and family	5.5.1 Analyze specific concerns of dual-career families	Foundation Thinking	Reading Writing Problem Solving	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14] Comprehends ideas and concepts related to concerns of parents [4.4.1]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.6 List factors that influence child care decisions • Age of child • Cost of care • Hours of operation • Location • Parental values • Quality	5.6.1 Identify characteristics of quality child care a. Adequate space and equipment b. Adult-child ratio c. Licensing and accreditation d. Qualifications of director and staff e. Safety and security		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
	5.6.2 Evaluate child care options a. Center based b. Employer sponsored www.arkansas.gov/childcare c. Family child care d. Faith based e. Home based f. In Home care		Thinking	Writing	Evaluates written information for accuracy, appropriateness, and style [1.3.14] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
5.7 Discuss challenges of parenting a special needs child	5.7.1 Explain challenges of parenting a special needs child		Foundation	Decision Making	Generates options/alternatives [4.2.6]
	5.7.2 Outline appropriate response to a special needs diagnosis • Act on diagnosed condition • Educate family • Find support			Reasoning	Uses logic to draw conclusions from available information [4.5.6]
5.8 Describe parenting strategies to help children cope with crises • Listen to fears and worries • Maintain routines • Provide support • Remain calm • Seek outside help if needed	5.8.1 Role play strategies to help children cope with crises		Foundation	Reading	Applies/Understands technical words that pertain to quality child care [1.3.6]
			Thinking	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
5.9 List resources available for parents facing challenges • Clergy members • Family members and friends • Public or private agencies • Support groups • Teachers	5.9.1 Compile a list of resource information available in your community to assist parents facing challenges			Writing	Organizes information into an appropriate format [1.6.10]
			Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
5.9 List resources available for parents facing challenges • Clergy members • Family members and friends • Public or private agencies • Support groups • Teachers	5.9.1 Compile a list of resource information available in your community to assist parents facing challenges		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
			Foundation	Knowing How to Learn	Uses appropriate materials and techniques as specified [1.3.20] Uses available resources to acquire new skills or improve skills [4.3.4]

Unit 6: Careers in Child and Family Services

Hours: 4

Terminology: Au pair, Career, Child Development Associate (CDA), Entrepreneur, Entry-level position, Nanny, Paraprofessional, Professional, Technology

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terms related to careers in child and family services	6.1.1 Apply terms in correct context	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
6.2 Identify trends affecting child care careers • Advances in technology • Emphasis on early childhood education • Focus on quality child care • Increase in dual-career families • Increase in single parent	6.2.1 Evaluate the impact of current trends on child care centers	Foundation Thinking	Reading Creative Thinking	Identifies relevant details, facts, and specifications [1.3.16] Makes connection between seemingly unrelated ideas [4.1.6]
6.3 List career opportunities involving work with children and families	6.3.1 Research a career involving work with children and families	Foundation	Reading Writing	Uses standard occupations resource materials [1.3.22] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]

Glossary

Unit 1: The Parenthood Decision

1. Adoptive parent – a person who becomes a parent through a legal process
2. Biological parents – two people who conceive a child; also called birth parents
3. Blended family – either or both spouses have been married before and have one or more children from a previous relationship
4. Extended family – several generations of a family that live together
5. Family planning – a deliberate act of deciding how many children and the spacing of years between each child
6. Foster parent – a person who provides a temporary home for a child
7. Genetic counseling – medical advice that tells a couple the options and risks of having genetic problems with their children
8. Heredity – the sum of all the qualities a person inherits from his or her parents at birth
9. Infertility – the inability to conceive a child
10. Nuclear family – made up of a married couple and their biological or adoptive children
11. Parenting – the process of caring for children and helping them grow and learn
12. Sibling – a brother or sister

Unit 2: Child Growth and Development

1. Bonding – forming strong emotional ties between individuals
2. Child development – the study of how children grow and change physically
3. Classification – the process of mentally grouping objects or ideas into categories or groups based on some unique feature
4. Cooperative play – activity in which children actually play with one another
5. Directed learning experiences – learning experiences that are planned with a specific goal in mind
6. Environment – a person's surroundings and everything in them, including both human and non-human factors
7. Failure to thrive – a condition in which the baby does not grow or develop properly
8. Imitation – learning that occurs by watching and copying the actions of others
9. Individual life cycle – a series of stages a person passes through during his or her lifetime; includes infant, toddler, preschool, school age, and adolescence
10. Large motor skills – the use and control of the large muscles of the back, legs, shoulders, and arms
11. Moral behavior – to behave in ways that are acceptable to society and family
12. Object permanence – the concept in which an infant learns that people or things exist even when they are gone from sight
13. Parallel play – activity in which children play side by side without interacting
14. Puberty – the set of changes that gives a child a physically mature body able to reproduce
15. Reversibility – capable of going backward or forward through a series of actions or changes
16. Role model – a person that someone admires and wishes to pattern his or her behavior after
17. Separation anxiety – a child's fear of being away from parents, familiar caregivers, or the normal environment
18. Seriation – the ability to arrange items in an increasing or decreasing order based on weight, volume, number, or size; grouping by a common property
19. Small motor skills – an ability that depends on the use and control of the finer muscles of the wrist, finger, and ankles
20. Stranger anxiety – a baby's fear of unfamiliar people
21. Temper tantrum – a sudden outburst of anger in which children may kick, scream, cry, or hold their breath

Unit 3: Parenting Skills

1. Authoritarian – a parenting style where parents are highly demanding and controlling with little or no affection
2. Consistent – repeatedly acting the same way
3. Democratic – the leader shares, is people oriented, and is open minded
4. Discipline – training that corrects, molds, and perfects one's actions
5. Dysfunctional family – family system in which one or more family members do not fulfill their responsibilities throwing the system out of balance
6. Guidance – help in learning acceptable behavior
7. Negative reinforcement – a response that tends to discourage a particular behavior from being repeated
8. Nurturing – providing love, support, attention, and encouragement
9. Permissive – a type of parenting allowing freedom; parenting behavior that is tolerant of practices disapproved of by others
10. Positive reinforcement – a response that encourages a particular behavior; for example, praising a child for acceptable behavior or when a task is done correctly
11. Potential – what a person is capable of becoming
12. Punishment – a penalty inflicted on a child for a violation
13. Responsibility – an obligation or duty for which a person is held accountable
14. Rights – conditions or situations to which one is entitled
15. Self concept – the mental picture people have of themselves; their opinion about themselves
16. Self control – the ability to control one's actions
17. Values – ideas about right and wrong and what is important in your life

Unit 4: Promoting Health and Safety of Children

1. Allergies – oversensitivity to one or more common substances
2. Artificial respiration – a procedure for forcing air into the lungs of a person whose breathing has stopped
3. Asthma – a condition affecting the lungs in which air passages tighten, making it difficult to breathe
4. Child abuse – physical, emotional, or sexual violence against children
5. Child neglect – failure to meet the child's physical or emotional needs
6. Communicable diseases – illnesses that are easily passed from one person to another
7. Contagious – the ability to be spread from one person to another; the period during which a communicable disease can be spread to another person
8. Convulsion – a seizure or a period of unconsciousness with uncontrolled jerking of muscles
9. CPR (cardiopulmonary resuscitation) – first aid technique that tries to restore breathing and heartbeat to persons who show no signs of breathing or a pulse
10. Fracture – a break or crack in a bone
11. Heimlich Maneuver – procedure that removes food or other obstacles from a choking person's airway
12. Immunization – to protect a person from disease, usually by means of a vaccine
13. Poison Control Center – a special unit that gives advice for treatment of poisoning
14. Shaken baby syndrome – a serious type of physical abuse that occurs when a baby is violently shaken
15. Sprain – an injury caused by sudden, violent stretching of a joint or muscle
16. Vaccine – a small amount of disease-carrying germs introduced to the body on purpose so that the body can build resistance to that disease
17. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health

Unit 5: Parenting Challenges

1. ADHD (Attention Deficit Hyperactivity Disorder) – a learning disability in which a person is not able to control his or her activity or concentrate for a normal length of time
2. Attention span – the length of time a person can concentrate on any one thing
3. Autism – a disorder characterized by lack of communication, extreme concern with oneself, and detachment from reality
4. Caregiver – a person that provides care for and meets the needs of someone else
5. Crisis – an unstable or critical situation in which the outcome will make a decisive difference for better or worse
6. Disabled child – a child unable to perform certain physical, mental, and/or emotional tasks
7. Dual-career family – a family in which both husband and wife are employed outside the home
8. Gifted child – a child with unusual intelligence, special artistic talents, and/or the ability to understand relationships and abstract ideas
9. Hyperactive child – being overly and uncontrollably active
10. Inclusion – a term for enrolling special needs children into all areas of the curriculum
11. Latch key child – a child who regularly goes home after school to an empty house or apartment
12. Postpartum depression – feeling of sadness and hopelessness following the birth, delivery, and recovery period
13. Prodigy – a gifted child
14. Special needs child – a child identified as needing assistance to compensate for specific disabilities

Unit 6: Careers in Child and Family Services

1. Au Pair – a person from a foreign country who lives with a family and provides child care in exchange for room, board, and transportation
2. Career – an occupation to which you have made a long term commitment
3. Child Development Associate (CDA) – a national credential that certifies child care workers; it is earned based on hours of child care experience and post-secondary courses taken. The recipient must be at least eighteen and have a high school diploma.
4. Entrepreneur – a person who owns and runs his or her own business
5. Entry-level position – a beginning level job in a field for people with limited training and education
6. Nanny – a child care worker who usually provides care in the child's home
7. Paraprofessional – a person with training beyond high school in a certain area
8. Professional – a position that requires a degree from a four-year college
9. Technology – the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems